

Response to Intervention

Quick Reference for Teachers

RtI Team Membership

Some names given to an RtI Team in the past have included:

- ▶ Child Study Team
- ▶ Teacher Assistance Team
- ▶ Schoolwide Support Team
- ▶ Early Intervening Team
- ▶ Step 1
- ▶ School Assistive Team
- ▶ Schoolwide Assistance Team

Although the membership of the RtI team can vary, the following disciplines are most often represented:

- ▶ Principal/Assistant Principal
- ▶ General Education Teacher
- ▶ Reading Teacher
- ▶ School Psychologist
- ▶ Special Education Teacher
- ▶ Speech Therapist

It is desirable for the RtI team to meet when it can maximize the full participation of all its members, but it is recommended the team meets monthly and/or on a regular basis. During this time the team may address teachers' concerns about struggling students and to begin designing intervention plans.

Items that may be discussed during team meetings may include, but are not limited to:

- ▶ Assessing teachers' concerns about student academic and/or behavioral difficulties,
- ▶ Identify student strengths, interests, and talents,
- ▶ Review baseline data that has been collected,
- ▶ Set projected outcomes and methods for measuring progress,
- ▶ Reviews and monitors intervention plans,
- ▶ Develops a plan to communicate plan/results with students' parents.

Questions that may be asked during a team meeting may include but are not limited to:

- ▶ How large is the gap between the student's performance and grade-level peers before RtI interventions?
- ▶ Would additional exposure to the general education curriculum and instruction be sufficient to meet the student's needs?
- ▶ Should the student be referred for an RtI intervention before a referral to special education is made?
- ▶ Who will design and implement the intervention?
- ▶ How will the intervention progress be monitored, and how often will this occur?
- ▶ How long should an RtI intervention plan be in place before a decision on its success or failure is made?
- ▶ How is success or failure of an RtI intervention measured?

What Response to Intervention Is/Is Not

Is	Is Not
A framework to implement effective practices	An instructional program
Matching needs and resources	Intended to encourage placement of students
A collaborative effort	Possible to implement alone
Uniquely designed for each building	The same for every school
An "every" education initiative	A special education, a general education, a Title I, a Talented and Gifted initiative

Resources



[South Dakota Department of Education, Response to Intervention \(RTI\)](#)

[Florida Center for Reading Research](#)

[National Center on Response to Intervention](#)

[RTI Action Network](#)

[What Works Clearinghouse](#)

[Intervention Central](#)

Assessment Tools

An integrated data collection and assessment system is essential for informed decision making for individual students and school systems. Some types of data may include but are limited to:

- ▶ **Attendance Data** is an important component of a comprehensive assessment. Data on both excused and unexcused absences as well as tardiness are critical.
- ▶ **Behavior Logs** are data collected on specific targeted behaviors over time. These logs can be easily charted to show trend line.
- ▶ **Classroom Observations** provide valuable information, not only on how the student responds to instruction, but also on the effectiveness of the match between the curriculum & instruction and student learning styles.
- ▶ **Classroom Work Samples** are actual samples of students' work such as writing assignments, projects, homework, etc.
- ▶ **Curriculum-Based Measurements (CBM)** are for measuring student competency in the basic skill areas of reading fluency, spelling, mathematics and written language, using brief and simple tests called probes.
- ▶ **Disciplinary Referrals** are another important means of determining the extent to which classroom learning is being affected by disciplinary conduct.
- ▶ **Informal Assessments** provide information that can have a diagnostic value. These assessments can be teacher-made or commercially produced.
- ▶ **Report Cards** provide teacher ratings of student progress toward learning standards, as well as a measure of effort.
- ▶ **Screening Data** provide general information on student skills and abilities. Its purpose is to identify potential at-risk students.
- ▶ **Standardized Tests** are tests administered and scored in the same way to ensure validity. These assessments depend upon the same questions, conditions and scoring in order to gauge student progress against a norm group.
- ▶ **Teacher/Parent/Student Rating Scales** assist in the measurements of areas that are not easy to assess through the use of tests, such as attitude, behavior interest, etc.

In addition to assessing student performance, the assessment plan should also address systematic assessment and documentation that the interventions used were implemented with **fidelity**. Thus, evaluation teams need to carefully articulate the essential components of the interventions (e.g., checklists) and determine through direct observation the extent to which the interventions were implemented according to established guidelines. Without sufficient intervention fidelity, determination of a student's RtI cannot be validly assessed.

Response to Intervention

Quick Reference for Teachers

What is Response to Intervention (RtI)?

Response to Intervention is based on the concept of providing research-based instructional strategies by highly qualified staff that is matched to student needs and monitored on a frequent basis. The information gathered by the approach is used to make decisions regarding the student's educational program.

RtI Glossary

Baseline: a measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

Curriculum Based Measurement (CBM): Skill-building approach that combines curriculum with individualized services. Content is designed with what the learner needs-to-know in order to carry out tasks while focusing on their individual needs. CBM's are for measuring student competency in the basic skill areas of reading fluency, spelling, mathematics and written language.

Coordinated Early Intervening Services (CEIS): Intervening with evidence-based strategies before a child fails and becomes so far behind that they require special education.

Evidence-Based Instruction (EBI): instruction and intervention validated as effective through scientific studies.

High Quality Instruction: Daily instruction being provided by a highly qualified teacher, including differentiated instruction to meet a broad range of student needs.

Intervention: The directing of instruction in the area(s) of concern. Interventions are designed to meet the identified needs of an individual and are monitored on regular and frequent basis.

Progress Monitoring: Monitoring of student progress through data, and using this data to fine-tune instruction based on student response to intervention.

Scientifically Based Research (SBR): systematic methods, utilizing observations and analysis of reliable data, to determine student performance and design educational plans.

Universal Screening: Tools such as CBM probes or direct assessment that are used to identify levels of proficiency for each student.

RtI and IDEA

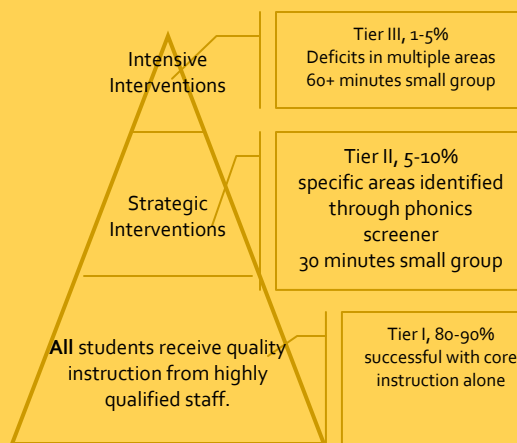
The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 states, "a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures." RtI represents a progressive intervention approach that identifies students at risk for learning difficulties, including those who may have a Specific Learning Disability (SLD), and provides early intervention with the goal of improving the achievement of all students. To that end, RtI also aligns itself with the No Child Left Behind Act (NCLB) of 2001.

The Big Five

Phonemic Awareness
Phonics
Fluency
Vocabulary
Text Comprehension

What is the RtI Process

Most RtI systems are divided into a three-tier intervention model as illustrated below:



The Multi-Tiered System

Tier I - The purpose of Tier I is to provide instruction within the core curriculum and to identify students who are not making satisfactory progress and need additional academic support.

Tier II - At Tier II, **strategic interventions** are provided to students who are not achieving the desired standards through the core curriculum alone. Strategic interventions supplement the instruction in the core curriculum provided in Tier I and should be targeted at identified student needs and stated in an intervention plan. Decisions about selecting the appropriate strategic interventions should be made when a student enters Tier II and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

Tier III - **Intensive interventions** at Tier III are designed to accelerate a student's rate of learning by increasing the frequency and duration of interventions based on targeted assessments that analyze the lack of responsiveness to the interventions provided at Tier I and Tier II. Students at Tier III are those students who are performing significantly below benchmark and who have not adequately responded to SBR interventions provided at Tier I and Tier II.

RtI might be implemented in different ways depending on the school. Tier I is good instruction by qualified staff. Tiers II and III should involve a team of school staff working together using a problem-solving method to help define in measurable terms the student's struggles, suggest SBR, and monitor the student's progress during these interventions.

Goals for RtI

- ▶ Prevent unnecessary academic failure.
- ▶ Implement evidence-based intervention for all students.
- ▶ Use prevention rather than reaction to student difficulties.
- ▶ Prevent unnecessary referral to special education.
- ▶ Encourage teachers to use evidence-based strategies.
- ▶ Increased parent involvement at all three tiers.